

Name/Date :

Social Studies 9 Unit 2 The British and North America

Unit 2 Project (project 3 option 2): Industrial Revolution Invention



What is an item that was invented during the Industrial Revolution which made life easier? The Industrial Revolution IN BRITAIN stretched from about 1700 to about 1834. What machines and other technology were developed in Britain which changed society in fundamental ways?

Choose ONE invention created in Britain during this period which profoundly changed how people worked, how they lived, or how they interacted with their environment.

Examples of British Industrial Revolution Inventions:

- Enclosure
- Seed drill
- Townshend's crop rotation
- Spinning Jenny
- Spinning Mule
- Water Frame
- Steam Engine
- "puddling" of iron ore
- Flying Shuttle
- Concrete
- Safety lamp
- Lathe
- Leblanc process
- boring machine
- gaslights
- sheet glass
- threshing machine
- the electromagnet
- Dalton's atomic theory
- Babbage's "analytical engine"
- arc lamp
- lawn mower
- microphone
- electric motor
- pneumatic tire
- vaccination
- reflecting telescope
- sextant

What to do for this project:

1. THINK...CHOOSE...PLAN!

Think about inventions that came about in Britain during the period 1700-1835. Do some research. While Wikipedia is a good place to start, remember that it is NOT a reliable source, and you cannot use it as one of your works cited. Pick an invention that you believe really changed the way people lived, worked and interacted with their environments. It does not have to be something on the list above—you may certainly choose something else. If you are not sure if your favorite invention qualifies, see me (and be prepared to answer a few questions about it).

2. GATHER EVIDENCE

You should gather evidence from books and Internet resources. If you can, I strongly recommend that you conduct an interview with someone in your family who may have used the device (or remembers someone who did), as this connects you directly with the source and allows you to connect your own past (your OWN ancestors) with the present. Wherever you find your evidence, be sure to document your source(s) (be sure you know how to make a reference!) and explore the skill with depth, creativity and authenticity.

3. DESIGN A PRESENTATION

You might make a display for the class, a video, or even do a live demonstration of how your invention worked. The format is up to you, but it should involve something the class can see, hear, touch, etc.

ADD DEPTH TO YOUR PROJECT by placing the invention in a historical context—where did it come from? What time period was it used? Why was it necessary? What did it replace? What replaced this tool or technique? Did everyone use this technology, or just certain people (who?)? How did it change the world?

You get the idea...keep asking questions about the subject, keep inquiring, and thinking of ways to answer your own questions.

TIMELINE:

Planning your project and gathering evidence will take place: _____

Preparing your presentation should take place: _____

Presentations/Displays: _____

Unit Test Date is END OF TERM 1: _____